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ABSTRACT

An evaluation was conducted of the services and materials by the Indiana Career Resource Center. The center is an area information center which has a large number of functions in the surrounding area and comes into contact with many groups. A three part questionnaire was designed to evaluate the center's performance. The three sections were: (1) an information section about the respondent; (2) a section designed to gain information about the students' overall response to the center; and (3) a section to evaluate the response of adults to the school program which the Center offers. A number of conclusions are presented. It was generally concluded that the Indiana Career Resource Center is providing a service that has been well received by the students and has been helpful to them in acquiring valuable information about different careers. (Author/BW)

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INDIANA CAREER RESOURCE CENTER

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Report Number 1

July, 1972

An Evaluation of the Indiana Career Resource Center

by Steve Huntsburger, Tom Jennings, Pat Rowe
in collaboration with Dr. Gerald Dudley
and Dr. C. R. DuVall

Funded by: Indiana Vocational Education Division, Departme of Public Instruction

Coordinated by: Indiana University at South Bend

INDIANA CAREER RESOURCE CENTER

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Dear Reader:

The following reported study was conducted as an educational learning experience by three teachers in graduate study. All three were enrolled in measurement-research coursework at Indiana University at South Bend and are preparing to be school counselors.

This evaluation team began their investigation and learned the rudiments of measurement and research as the project unfolded. Each new discovery was accompanied by a multitude of avenues to explore. The report is proof that a cooperative endeavor can be planned and carried out between public school, university, and state educational units.

It is important that the activities of public funded services be evaluated and reported. It seems especially important that this evaluation was provided, in the main, by students, the recipients of this service. It seems equally important that three adults could become immersed in practical decision-making while learning.

This report should provide a springboard from which the importance of career resources for students may be better judged.

AN EVALUATION OF THE
INDIANA CAREER RESOURCE CENTER

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July 11, 1972

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INTRODUCTION

In the middle 1960's, high school counselors in mainly northern Indiana decided that a disproportionate amount of attention was being given students who planned to attend college. The counselors thus decided to improve their vocational guidance programs. Summer workshops were conducted for area counselors beginning in 1967; and an Occupational Resource Directory, which included descriptions about jobs in local industries and businesses, was completed. In 1970 the Indiana Career Resource Center was established at 1205 South Greenlawn Avenue in South Bend, Indiana. The facilities were provided by Indiana University at South Bend, which coordinates the Center's program in cooperation with area schools, businesses, industry, and the South Bend-Mishawaka Area Chamber of Commerce. The Center is funded by the State Division of Vocational Education with the Penn-Harris-Madison School Corporation serving as the local financial agent.[8]

The Center's staff grew from a few part-time workers in 1970 to a total of thirteen staff members in 1972. A listing of each staff member and his or her title is as follows: Mr. Steve Stahlsmith, Director; Mr. Paul Elliott, Associate Director of Program Development; Dr. Gerald Dudley, Associate Director of Research-Publications; Miss Kim Powers, Career Counselor; Miss Carol Berry, Elementary Career Coordinator; Mrs. Barbara Fisher, Higher Education Career Counselor; Mrs. Betty Morrison, Administrative Assistant; Mrs. Donna Bach, Secretary; Mr. Rene Garza, Staff Photographer; Miss Brenda Hurd, Secretarial Aide; Mr. Jerry Remble, Staff Aide; Dr. Eldon Ruff, Consultant; and Mr. Richard Morrison, Consultant.

The Career Resource Center serves the entire state of Indiana, but primarily the area within a sixty mile radius of South Bend, Indiana. The Center provides career information for elementary, junior high, senior high, institutional, and community groups.

The Indiana Career Resource Center is an innovative concept in vocational guidance. Housed at the Center is a vocational information library which is a center for the collection, development, cataloging, and disseminating of audio-visual materials and printed occupational materials. It is also a centralized collection point where teachers, counselors, and employers can come to preview and obtain all types of vocational guidance resources.[3]

The Career Resource Center is designed to facilitate a more meaningful and comprehensive guidance program for the benefit of the whole community. One of the Center's primary objectives has been the development and maintenance of open lines of communication between area schools, business, and industry. Another objective has been to provide direct assistance to area guidance personnel in planning, conducting, and evaluating career-oriented activities. The Center also has hoped to motivate and involve students in the use of various occupational materials available at the Center.[3]

The Career Resource Center uses the multi-media approach to career guidance. Career information is presented in many different forms -- relatively new audio-visual means as well as the traditional career encyclopedias, handbooks, and other printed publications.[4]

Filmstrips, sound tapes, movie films, educational games and other simulated materials, books, booklets, monographs, brochures, technical papers, research summaries, newsletters, periodicals, and bibliographies relating to vocational and career ideas are all available at the Center.[6]

One of the available machines utilizes the V.I.E.W. (Vital Information for Education and Work) system. This system consists of microfilmed pictures of concisely described information which inform the reader of the possible area job opportunities. There is one card for each job described, and each card includes the following data regarding a specific occupation; job description, job requirements, personal qualifications, preparation and training needed, local training programs, prospects and opportunities, salary information, related jobs, and sources of additional information. Each card's data may be read with the aid of a microfilm reader-printer machine. If the viewer feels he would like to obtain a copy of the information, he simply has to push a switch on the machine and a duplicate copy is printed for him.[5]

"Magic windows", electronically operated dummies, psychedelic slide presentations, and puppetry are available for use in elementary school guidance programs. The objective is to give some career experiences to elementary school children with the hope that these experiences will foster insights and awareness upon which later vocational guidance can build.[6] A 12' x 60' mobile trailer is also used for giving elementary students additional experiences with careers. The trailer is used mainly for puppet shows and other related programs for children.[7]

The Resource Center makes available its various career materials and equipment to area schools on a loan basis. The Center does, however, recommend that one of its staff members introduce career information materials and equipment at an assembly prior to their use by the school.[4]

The Resource Center provides, in cooperation with the area Kiwanis Clubs, a Career Resource Personnel Directory which includes names of individuals who are willing to speak to students on a one-to-one or group basis about their occupations.[4]

The Center's counselors have helped students individually with career planning. They have also helped adults reevaluate their career or educational choices. Counselors, teachers, and school administrators have utilized the services at the Center when planning special seminars, conferences, workshops, career days, job fairs, and occupational tours.[10]

DEFINITION OF TERMS

For this study, an elementary student is a person attending grades one to six inclusive. A junior high student is a person attending grades seven or eight. A senior high student is a person attending grades nine to twelve. The word "materials" in this study refers to the career resources offered by the Indiana Career Resource Center.

PURPOSE

The main purpose of this research project was to conduct an evaluation of the services and materials offered by the Indiana Career Resource Center.

SIGNIFICANCE

This evaluation certainly should be of immense value to the directors of the Indiana Career Resource Center since it gives them an evaluation summary of the opinions of those who have used the Center. Thus, they may be able to improve present services or implement new services.

This study also should be meaningful to directors of other career resource centers throughout the United States, not only for the obtained data and conclusions which were inferred from this data, but also providing a model by which other resource centers may be evaluated.

SIMILAR STUDIES

Since the concept of having a community career resource center is relatively new, and since there are only a few such centers scattered throughout the United States, there have been very few evaluative studies completed at this time. The only known evaluative study was conducted by the Department of Education in San Diego County. Their evaluation process included the completion of questionnaires by both the students and counselors at the secondary school and junior college level, and several evaluative discussions with students in a group setting.

The San Diego study concluded that students, when made aware that pertinent vocational information does exist and is available to them, will make use of this information. The collected data also showed that a majority of the student respondents indicated that previously they had infrequently, or had never, used information of this type. Another important result was the response by the students and their counselors that they looked more favorably on the materials presented by the San Diego Information Center than on previously used materials. The researchers thus concluded that the system developed by the San Diego County Department of Education Career Information Center seemed to hold promise for utilization in school systems throughout the nation.[12]

Educational research studies have been grouped into three general classifications. The historical studies deal with past factors resulting in present conditions. John Best said, "Historical research is the application of the scientific method of inquiry to historical problems."

Experimental studies are used to determine what will happen under a controlled set of conditions. It is the classical methodology of the science laboratory and is probably the most difficult and exacting of all research.[1]

Descriptive research is the predominate research method of the behavioral sciences. John Best said,

> "Descriptive research describes and interprets what is. It is concerned with conditions or relationships that exist; practices that prevail; beliefs, points of view, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing."[1]

The process of descriptive research goes beyond mere gathering and tabulating data. It deals with the analysis and interpretation of the data which have been gathered for the purpose of understanding and solving particular problems. It is this method, the descriptive study, which was deemed to be best suited to the objectives of this particular research project.[1]

There are four methods of data collection which are most commonly employed in research studies. They are: questionnaire surveys, interviews, content and document analysis, and observation. As John Best said,

> "Like the tools in a carpenters box, each research tool is appropriate to a given situation to accomplish a particular purpose. Each data-gathering device has both merits and hazards or limitations."[1]

The questionnaire is probably the most useful and the most abused of data gathering devices. It is the most popular due to the ease of administrating and economic factors. A survey questionnaire is defined as "an accurate and meaningful data gatherer concerning a contemporary topic."[2]

There are many values and limitations of the questionnaire which should always be considered. The values of a good questionnaire are as follows:

> "It provides a basis for making comparisons and determining trends; it reveals current weakness or strengths of a present situation; it provides information for making decisions."[2]

As in any instrument for measuring data, there are limitations. The major limitations are:

> "It reveals, at best, "what is" rather than what ought to be, does not reveal the causal factors influencing behavior or attitude, cannot be used for securing all types of evidence which may be needed for wise decision making, susceptible to limitations in areas of sampling and adequacy of evidence gathering, possibility of securing inaccurate information or of making incorrect interpretation of data collected."[2]

There are three types of survey instruments; the fact-finding, opinion and attitude, and evaluative. Each of these instruments is designed to find out different kinds of information and each has different characteristics that should be considered. The characteristics of the three surveys are:

The Fact-Finding Survey Instrument

1. The information sought is objective.
2. The possible answers to the questions are generally already known to the investigator.
3. The primary purposes of the fact-finding instrument is to determine the prevailing situation.
4. The questions should ask for information in the manner in which it is generally maintained.
5. The need to state questions precisely is of primary importance.

The Opinion-Attitude Survey Instrument

1. The instrument must be developed on the assumption that the respondents have, in some fashion, developed an opinion or attitude toward the topic under study.
2. The items must be sensitively developed to elicit an accurate opinion or attitude of the respondent.
3. Respondents must have complete freedom to answer truthfully.
4. The items must be organized in a psychologically appealing order.

The Evaluative Survey Instrument

1. The pertinent factors concerning the phenomenon to be evaluated must be identified.
2. The number of points at which the respondent may evaluate should be no greater than the degree of differentiation possible in the situation.
3. The number of differentiating points should provide an adequate evaluation.
4. The items should be written so as to preclude the possibility of the "halo effect" in the responses.[2]

QUESTIONNAIRE

The questionnaire is probably the most used and the most abused of the data-gathering devices. It is the most popular type of survey due to the ease of administering, economic factors, and the handicap of inexperienced interviewers or observers. A disadvantage of this method

is that only a small proportion of the questionnaires sent out by mail are usually returned.[11]

INTERVIEWS

The second method of collecting data is on a face to face basis, where information is obtained directly from respondents. This often necessitates adequate financial backing and experienced interviewers, who are capable of establishing rapport with those being interviewed. Interviews are excellent for opinions and attitudes. When conducted properly, the respondent is encouraged to discuss at length his thoughts. Using small children, handicapped persons, or persons with reading or foreign language problems are typical of some cases that must use this method.[11]

CONTENT AND DOCUMENT ANALYSIS

A research that is based on both contemporary and historical findings. It often involves delving through written materials, court house records, etc. It is comparable to a genealogical search which an individual might undertake. This is a very workable method when there are records or articles on the subject. One should be cautious about accepting an article as the "gospel", however.[11]

OBSERVATION

Observation is the most fruitful but least utilized instrument for collecting data. This is an accepted method along with interviewing, for the study of the mentally ill, children, animals, etc.; but it is neglected in other fields. The observer must be well-trained and have the patience of Job. Movies and tape recorders have alleviated some of the time-consuming waiting that previously prevailed. One obstacle is that it presents a difficult means of recording logical, understandable, usable results by untrained people.[11]

After examining the strengths and weaknesses of the four methods for gathering data, the questionnaire seemed to be the most appropriate approach for this study. The last three data gathering methods were all rejected for various reasons. The interview was discarded because it

would be too time-consuming and would require trained interviewers. The content and document analysis method did not apply since written records on the subject were very few. The observation approach was also inappropriate since the observation of behavior was not at all what the study was about.

INSTRUMENT DESIGN

The following is a list of characteristics of a good questionnaire:

1. It deals with a significant topic, a topic the respondent will recognize as important enough to warrant spending his time in completing.
2. It seeks only that information which cannot be obtained from other sources such as school reports or census data.
3. It is as short as possible, only long enough to get the essential data.
4. It is attractive in appearance, neatly arranged, and clearly duplicated or printed.
5. Directions are clear and complete, important terms are defined, each question deals with a single idea, all questions are worded as simply and as clearly as possible, and the categories provide an opportunity for easy, accurate, and unambiguous responses.
6. The questions are objective with no leading suggestions as to the responses desired.
7. Questions are presented in good psychological order, proceeding from general to more specific responses.
8. It is easy to tabulate and interpret.[1]

Another guideline not previously mentioned in the foregoing list includes Brunner's suggestions that the researchers should avoid the use of jargon in phrasing questions. Donald Hammer also suggests that:

1. Questions be concise and to the point.
2. A limited amount of footwork and brainwork be done by the respondent.
3. There be enough time allowed to complete the survey.

Gage also suggested several principles to follow when constructing a questionnaire.

1. Define or qualify terms that could be easily misinterpreted.

2. Be careful in using descriptive adjectives and adverbs that have no agreed upon meaning.
3. Beware of double negatives.
4. Be careful of inadequate alternatives.
5. Avoid the double-barreled question which may elicit two different responses.
6. A point of reference is necessary when asking for ratings or comparisons.
7. Avoid unwarranted assumptions.
8. Underline a word if you wish to indicate special emphasis.
9. Phrase questions so they are appropriate for all respondents.
10. Design questions that will give a complete response.
11. Provide for the systematic qualification of responses.
12. Consider the possibility of classifying the responses yourself rather than having the respondent choose categories.[1]

In phrasing questions and designing a format, Galfo suggests these examining and evaluating criteria for each questionnaire.

1. Can the idea convey to the respondent a meaning different from the intended meaning?
2. Can the item or mode of response limit or distort the response?
3. Will the mode of response enable the investigator to tally the results readily?
4. If sorting or computer processes are to be used, is the mode of response organized so that it can be coded for mechanical electronic data analysis?
5. Is the format arranged for ease of response?[11]

Many types of questions were considered before the questionnaire was completed. They can be easily categorized into two main groups; the closed-end questions and the open-end questions. The closed-end questions are clearly stated so as to elicit the choice most appropriate. "They provide for making a yes or no, from a list of suggested responses. This type of question is easy to answer, takes little time, keeps the respondent on the subject, is relatively objective, and is fairly easy to tabulate

and analyze."[1] Criteria that should be considered in making a closed-end question are as follows:

1. Do the choices or alternatives listed provide a variety of possible responses to each item?
2. Is the number of responses allowed the respondent clearly indicated?
3. Are the alternatives provided mutually exclusive?
4. Have the number of choices been limited to more than six or seven?[5]

The open-end or unrestricted question provides no clue and calls for a free response in the respondents own words. "These questions are carefully developed so as to elicit meaningful answers which express beliefs, opinions, or knowledge of the respondents."[2] This type of question probably provides for a greater depth of response, but it is sometimes difficult to interpret, tabulate and summarize. The criteria that should be considered with the open-end question are as follows:

1. Has the meaning of the question to the respondent been considered?
2. Has the superiority of the open-end question for seeking the desired data been established and tested?
3. Does the question ask for one item of information only?
4. Has the scope of the question been indicated?[2]

In any questionnaire there should be careful consideration given to the writing of each of the items given in the survey. It is important that "words used for conveying the intent of a particular question have been carefully tested to insure the proper responses."[2] Also important is the general vocabulary level and the familiarity of the respondent with each question. Vocabulary should be geared to the particular grade or educational level which one is trying to reach with the particular survey. Each item in the survey should be carefully checked to insure that "principles of good grammar are not violated in writing the items for the survey instrument." Other criteria which should be kept in mind are:

1. Are the alternatives listed for multiple-choice items correctly constructed?

2. Are all statements complete?
3. Is there a consistency of grammatical usage in the question?[2]

After the instrument items are carefully chosen, then the physical arrangement of the questionnaire becomes important. The physical arrangement of the items should always be attractive to the respondent and should expedite the tabulation of the data when the survey instruments are completed and returned. Other criteria for test items are:

1. Has sufficient space been allowed for write-in answers?
2. Are the items so arranged that the answers appear in as straight a column as possible?
3. Has a variety of type styles been used for emphasis and for ease in reading items?
4. Is the finished instrument neat and orderly?
5. Does the finished instrument convey the impression that it is relatively easy to complete?[2]

DESIGN OF STUDY

Through group research, it was decided that the only practical way of gaining the types of needed information was through a questionnaire instrument. The group's major task in drawing up an instrument was to decide which of the various groups that use the Center could provide the most beneficial information, and which types of information should be obtained from the chosen groups.

Through group meetings and conference with Dr. Dudley, four general objectives for the instrument were chosen. The objectives were as follows:

1. Did the students like or dislike the Center's approach in giving information to the students?
2. Did the students gain worthwhile information?
3. Which part of the program was most helpful to students?
4. What did the professionals who used the program like or dislike about the Center's overall program?

Using these four general objectives, worthwhile information could be gained about the major functions of the Career Resource Center and its occupational information program.

The Career Resource Center is an area information center which has a large number of functions in the surrounding area and comes into contact with many groups. It would be impossible to include all groups in one instrument; thus, it was determined to concentrate on those groups who seemed to use the Center most frequently. It was decided to eliminate the college groups from the instrument and concentrate on the junior high and high school groups because they use the Center the most. However, it was desired to include the new elementary program which was being developed and also needed an evaluation. It was thought best for each student in the junior high and senior high school group to fill out a questionnaire, while the elementary students would have their questionnaires filled out by a teacher and their responses recorded by the teacher or another professional who came into contact with the Center's program.

Having set the general objectives and having chosen the groups most desirable to poll, the instrument was then ready to be designed. The instrument was divided into three main sections. The first section was an information section about the respondent. Questions A and B were asked to learn specific information about the respondent. Questions C and D were asked to find out how the respondent learned about the Center, and where he used the Center's materials. Questions E, F, and G were designed to evaluate the oral presentation given to the students by an employee of the Center or by an employee of the school. Question E was used to find out who presented the oral presentation; while questions F and G were asked to gain information on what the student felt about the presentation and how the information helped the student. All groups of students and professionals were asked to respond to Section one.

Section two was designed for only the students, to gain information about what the students liked or disliked about the Center's overall program, the amount of information they gained from the program, and whether they thought the information would help them in the future. Question A was asked to find out if the information given was up-to-date or current. Question B was asked to learn if the information was interesting, and which part of the program the students liked best.

Question C was asked to determine which of the career materials the students used and liked best. From this question the Center could gain an understanding of which materials are used the most.

Question D was asked to learn if the students found the information helpful to their future. Question E was to evaluate whether the students had a greater understanding of different types of jobs in their local communities.

Question F was asked to learn information about which types of jobs the respondents explored.

Questions G, H, and I were asked to identify the types of jobs in which students were interested, to learn if students understood about the skills and requirements they would need for various jobs, and to see if the students understood the job qualifications that a specific job in which they were interested required.

Question J was asked to determine if the students would use the Center again.

Question K gave students an opportunity to make additional comments about the program in order to learn any information that was not previously covered in the questionnaire.

Section three was designed only for the adults who came into contact with the school program which the Center offers. The major portion of the adults were professional educators, administrators, or guidance personnel at the various schools to which the Center's materials were sent. Question A was designed to find out if the professionals thought career planning at the school level was necessary. Question B was asked to learn if the program was helpful to the students. From question C it was desired to learn if the teacher or counselor would use career planning in the school curriculum. Question D was asked to determine if the professionals would use the Center's services again. Question E was asked to see if the professionals had any comments or suggestions about the Center's materials or presentation.

After the groups completed the survey instrument, the instrument was submitted to Dr. Dudley and the Executive Board of the Career Resource Center and was found acceptable. The instrument was then printed to be sent to a school for a trial test. Marshall School was selected because

they had just completed the Center's program. Jim Avrett issued the instrument to the students, and it was discovered that the students did not complete question C correctly. This question was then changed, and the instrument was reprinted. The new forms were then sent to the Concord Schools in which the survey was completed satisfactorily.

Most of the questionnaires were sent to the schools during the months of February and March. All the schools who used the Center's materials were asked to have each student, who used the materials, complete a questionnaire. Schools which had used the materials before March were also asked to fill out the instruments, even though they had completed the program earlier in the school year. The instrument was sent out to a radius of sixty miles from South Bend.

In the beginning of April, all questions were keypunched on a computer card at the Indiana University Computer Center in South Bend, Indiana. Through group meetings with Dr. Dudley, a computer program was selected which would indicate the frequency rates for each answered question. The title for the computer program was: the Bio-Medical Computer Program, University of California at Berkeley, Los Angeles, California-BMD04D, Alphanumeric Frequency Count. The program was then sent through the computer at Indiana University at South Bend.

The program was sent through the computer a second time to obtain a breakdown of the male and female respondents to see if the program was equally beneficial to both male and female students. When the computer print-out was returned, it was the job of the group to analyze the frequency counts for each question. It was decided that each frequency count should be converted into a percentage, so an analysis of each question could then be made.

Of the total of 778 questionnaires that were returned to the Center, 4% came from the elementary schools, 63% came from the junior high schools, and 33% came from the senior high schools. There were 45% who indicated they were males and 51% indicated they were females; and 4% failed to answer the question. Staff members from the Center introduced the materials to 68% of the respondents in both the elementary and junior high schools. Of the high school respondents, 46% indicated that members of the Center's staff had presented the program to them.

PRESENTATION AND ANALYSIS OF DATA

In this section, the data that was obtained from the questionnaires has been presented and analyzed. Throughout the section, an asterik appears beside the word "elementary" in each table. The reason for this, as will be mentioned later in the report, is that one should be careful in drawing conclusions from the data from the elementary respondents. The word "line" in this section refers to the numbers on the left side of the questionnaire. The numbers correspond with an asked question on the right side of the questionnaire. At the bottom of each table the word "blank" or "unknown" appears. This indicates the number of respondents who failed to answer that particular question.

Table I is a summary of the data that was obtained from line 4 on the questionnaire.

TABLE I.

Line 4 indicated how soon, after viewing the Career Resource Center's vocational materials, the questionnaire was completed.

	*Elementary	Junior High	Senior High
immediately	62%	54%	95%
less than 1 month	0%	0%	0%
1-2 months	6%	.4%	0%
2-3 months	0%	0%	0%
3-5 months	32%	19%	0%
more than 5 months	0%	26%	4%

Table I revealed that most of the questionnaires were completed immediately after the Center's materials were used, but that a sizable number in the elementary and junior high sections were completed at least 3 months after the materials were used.

Note: In preparing all tables presented in this paper, rounding errors occurred. Therefore, figures in the columns may not add to 100%.

In the following section, Section I of the questionnaire, all respondents were asked to answer each question.

TABLE II.

Question on line 8-B. I am presently a:

	*Elementary	Junior High	Senior High
student	6%	91%	95%
teacher	79%	3%	2%
counselor or psychologist	6%	2%	0%
nurse or social worker	0%	.4%	0%
principal or administrator	6%	0%	0%
other	3%	0%	0%
blank	0%	4%	3%

Table II showed that most of the respondents in the junior high and senior high sections were students, 91% and 95% respectively. In the elementary section, however, most of the respondents were teachers. Thus, the elementary section, especially for Section II of the questionnaire, may be of little value if not entirely invalid. Consequently, throughout the section of tables an asterik appears beside the word "elementary", indicating the possible invalidity of these responses.

TABLE III.

Question on line 9-C. I was first referred to the Career Resource Center by:

	*Elementary	Junior High	Senior High
a friend	38%	5%	.4%
teacher	3%	61%	95%
parent	6%	1%	.8%
counselor/advisor	32%	25%	2%
myself	3%	5%	1%
other	3%	1%	.4%
blank	15%	1%	0%

From Table III one could conclude that most of the elementary respondents were referred to the Center by a friend or a counselor/advisor. This seems reasonable since most of the respondents were teachers. Almost all of the senior high group were referred by a teacher, and the junior high group was split between being referred by a teacher or by a counselor/advisor.

TABLE IV.

Question on line 10-D. I saw or used the Career Resource Center's materials at:

	*Elementary	Junior High	Senior High
school or training center	62%	92%	95%
Career Resource Center	6%	3%	4%
place of employment	24%	1%	.4%
a conference	0%	0%	0%
other	3%	1%	1%
blank	6%	3%	0%

Table IV indicated that almost all of the respondents viewed the materials at a school. The high response for "place of employment" for the elementary section was due to the fact that most of the group were teachers.

TABLE V.

Question on line 11-E. The program was presented under the guidance of:

	*Elementary	Junior High	Senior High
a teacher	18%	34%	94%
a counselor	29%	25%	2%
a Career Resource Center staff member	44%	37%	4%
blank	9%	4%	.4%

Table V showed a mixed response except for the senior high. In the senior high group, 94% of the group said the program was presented under the guidance of a teacher. This question may have presented a difficult choice to a student who had a staff member present the materials in a large group and then had a teacher help him with the materials individually.

TABLE VI.

Question on line 12-F. The spokesman's presentation was:

	*Elementary	Junior High	Senior High
very interesting	12%	18%	14%
interesting	50%	55%	37%
not very interesting	6%	14%	6%
dull	26%	4%	2%
blank	6%	8%	42%

Table VI described the respondent's feelings about the spokesman's presentation of the materials. It is interesting to note that over 50% of the respondents in each group, elementary (62%), junior high (73%), and senior high (51%), thought the presentation was either interesting or very interesting.

TABLE VII.

Question on line 13-G. The information I gained was:

	*Elementary	Junior High	Senior High
very helpful	38%	26%	37%
helpful	32%	52%	53%
not very helpful	3%	13%	7%
not at all helpful	18%	4%	2%
blank	9%	5%	1%

Table VII analyzed how helpful the gained information from the materials was to the respondent. The elementary (70%), junior high (78%), and senior high (90%) groups all said the information was either helpful or very helpful.

In the following section, Section II of the questionnaire, only students were asked to respond to the questions.

TABLE VIII.

Question on line 14-A. The career information was:

	*Elementary	Junior High	Senior High
current (up-to-date)	35%	79%	76%
not current	26%	16%	12%
blank	38%	5%	11%

The junior high and senior high groups gave an overwhelming response for the information being current, while the elementary response was divided.

TABLE IX.

Question on line 15-B. The career information was:

	*Elementary	Junior High	Senior High
very interesting	12%	22%	24%
interesting	18%	60%	60%
not very interesting	9%	11%	5%
not at all interesting	29%	3%	1%
blank	32%	4%	10%

82% of the junior high respondents and 84% of the senior high group said the career information was interesting or very interesting. The elementary group was split with 13 people reacting negatively and 10 positively, with 11 persons not responding to the question.

TABLE X.

Question on line 16-B. The career information was interesting or not interesting due to:

	*Elementary	Junior High	Senior High
print quality	9%	3%	8%
wording	12%	15%	11%
organization	21%	25%	14%
ease of understanding	12%	46%	55%
blank	47%	11%	12%

Table X should possibly have been divided somehow so the positive and negative responses for line 15 could have remained separate. As it was, the junior high and senior high respondents felt ease of understanding, organization, and wording in that order were the reasons for finding the career information interesting. The elementary section is rather inconclusive since half the respondents left the question unanswered.

Part C of Section II presented a list of ten career materials and asked the students to evaluate only the career materials which they used. Consequently, since each student did not use several of the materials, there will be a sizable number of "blank" responses in Table XI through Table XX.

TABLE XI.

Question C.1 on line 17 asked the respondents to rate the Job Experience Kit.

	*Elementary	Junior High	Senior High
very helpful	12%	18%	28%
somewhat helpful	12%	27%	24%
not very helpful	6%	10%	9%
a "bummer"	3%	7%	5%
blank	65%	39%	34%

The Job Experience Kit was used by 35% of the elementary group, 61% of the junior high group, and 66% of the senior high group. More than 70% of those who used the kit said it was either helpful or very helpful to them.

TABLE XII.

Question C.2 on line 18 asked the respondents to rate the Occupational Exploration Kit.

	*Elementary	Junior High	Senior High
very helpful	9%	12%	20%
somewhat helpful	12%	27%	24%
not very helpful	6%	9%	7%
a "bummer"	6%	5%	4%
blank	65%	48%	45%

The Occupational Exploration Kit was used by 35% of the elementary group, 52% of the junior high group, and 55% of the senior high group. Approximately 75% of those who used the kit said it was either somewhat helpful or very helpful to them.

TABLE XIII.

Question C.3 on line 19 asked the respondents to rate the books, pamphlets, and other printed materials which they examined.

	*Elementary	Junior High	Senior High
very helpful	6%	23%	20%
somewhat helpful	9%	31%	28%
not very helpful	3%	12%	6%
a "bummer"	3%	6%	4%
blank	79%	28%	43%

Books, pamphlets and other printed materials were used by 21% of the elementary group, 72% of the junior high group, and 57% of the senior high group. More than 75% of those who used these materials rated them as being either somewhat helpful or helpful.

TABLE XIV.

Question C.4 on line 20 asked the respondents to rate the Directory of Resource Personnel in the South Bend-Mishawaka area.

	*Elementary	Junior High	Senior High
very helpful	12%	7%	4%
somewhat helpful	6%	16%	8%
not very helpful	9%	13%	5%
a "bummer"	3%	7%	4%
blank	70%	56%	80%

The Directory of Resource Personnel in the South Bend-Mishawaka area was used by 30% of the elementary group, 44% of the junior high group, and 20% of the senior high group. Approximately 55% of those who used this resource said it was either somewhat helpful or very helpful to them.

TABLE XV.

Question C.5 on line 21 asked the respondents to rate the cassette-taped worker interviews.

	*Elementary	Junior High	Senior High
very helpful	3%	24%	17%
somewhat helpful	18%	22%	19%
not very helpful	3%	9%	10%
a "bummer"	0%	6%	5%
blank	76%	39%	50%

The cassette-taped worker interviews were used by 24% of the elementary group, 61% of the junior high group, and 50% of the senior high group. Approximately 75% of those who used them said they were either somewhat helpful or very helpful.

TABLE XVI.

Question C.6 on line 22 asked the respondents to rate the VIEW cards and Reader-Printer.

	*Elementary	Junior High	Senior High
very helpful	12%	24%	35%
somewhat helpful	18%	23%	20%
not very helpful	0%	7%	3%
a "bummer"	3%	5%	3%
blank	68%	42%	38%

The VIEW cards and Reader-Printer were used by 32% of the elementary group, 58% of the junior high group, and 62% of the senior high group. Approximately 85% of those who used these resources found them either somewhat helpful or very helpful.

TABLE XVII.

Question C.7 on line 23 asked the respondents to rate the film loops.

	*Elementary	Junior High	Senior High
very helpful	6%	26%	20%
somewhat helpful	18%	19%	22%
not very helpful	0%	8%	9%
a "bummer"	0%	6%	4%
blank	76%	42%	44%

The film loops were used by 24% of the elementary group, 58% of the junior high group, and 56% of the senior high group. Approximately 80% of those who used the film loops said they were either somewhat helpful or very helpful to them.

TABLE XVIII.

Question C.8 on line 24 asked the respondents to rate the Guidance Associates sound-filmstrips.

	*Elementary	Junior High	Senior High
very helpful	3%	17%	9%
somewhat helpful	12%	20%	11%
not very helpful	0%	8%	5%
a "bummer"	6%	7%	2%
blank	79%	49%	73%

The Guidance Associates sound-filmstrips were used by 21% of the elementary group, 52% of the junior high group, and 27% of the senior high group. More than 65% of those who used the filmstrips thought they were either somewhat helpful or very helpful to them.

TABLE XIX.

Question C.9 on line 25 asked the respondents to rate the Bowmar "A Direction For Tomorrow" Kits.

	*Elementary	Junior High	Senior High
very helpful	3%	12%	13%
somewhat helpful	0%	20%	11%
not very helpful	0%	8%	3%
a "bummer"	3%	6%	3%
blank	94%	54%	70%

The Bowmar "A Direction For Tomorrow" Kits were used by 6% of the elementary group, 46% of the junior high group, and 30% of the senior high group. More than 70% of those who used these kits indicated they were either somewhat helpful or very helpful to them.

TABLE XX.

Question C.10 on line 26 asked the respondents to rate any other materials, which they used, if the materials were not included on lines 17-25.

	*Elementary	Junior High	Senior High
very helpful	6%	5%	5%
somewhat helpful	21%	5%	3%
not very helpful	3%	3%	2%
a "bummer"	9%	5%	1%
blank	62%	83%	89%

The data obtained from this question seems to be somewhat inconclusive due to the small response. Once again, however, a generally favorable feeling about the materials that were used is evident.

The data from part C of Section II revealed that the students used most and found most helpful - books, pamphlets, and other printed material; the Job Experience Kit; and the VIEW cards and Reader-Printer. The data also indicated that students used least and found to be least helpful - the Directory of Resource Personnel in the South Bend-Mishawaka area, the Bowmar "A Direction For Tomorrow" Kits, and the Guidance Associates sound-filmstrips.

TABLE XXI.

Question on line 27-D. In my future, I feel that this career information will be:

	*Elementary	Junior High	Senior High
very helpful	24%	28%	41%
helpful	29%	50%	49%
not very helpful	6%	13%	5%
not at all helpful	12%	3%	0%
blank	29%	6%	4%

90% of the senior high group and 78% of the junior high group felt the career information would be helpful or very helpful to them in the future. 53% of the elementary group responded in this manner but 29% did not respond to this question.

TABLE XXII.

Question on line 28-E. I now have a greater understanding of the different types of jobs in my community.

	*Elementary	Junior High	Senior High
yes	26%	72%	78%
no	18%	21%	17%
blank	56%	6%	4%

A high percentage of the junior high school and senior high school respondents felt they had gained a greater understanding of the types of jobs in their community. A smaller percentage of elementary respondents responded favorably. It should be noted that the Center does not work with jobs in the community at the elementary level, which may have affected the elementary responses.

TABLE XXIII.

Question on line 29-F. I explored jobs about data.

	*Elementary	Junior High	Senior High
explored jobs about data	21%	27%	21%
blank	79%	73%	79%

The data for line 29 indicated that approximately 25% of all respondents explored jobs about data.

TABLE XXIV.

Question on line 30-F. I explored jobs about people.

	*Elementary	Junior High	Senior High
explored jobs about people	26%	60%	62%
blank	74%	40%	38%

The data for line 30 indicated that approximately 60% of all respondents explored jobs about people.

TABLE XXV.

Question on line 31-F. I explored jobs about things.

	*Elementary	Junior High	Senior High
explored jobs about things	41%	44%	45%
blank	59%	56%	55%

The data for line 31 indicated that approximately 45% of all the respondents explored jobs about things.

The data for lines 29, 30, and 31 indicated that most of the respondents explored jobs about people (60%), while 45% explored jobs about things, and only 25% explored jobs about data.

TABLE XXVI.

Question on line 32-G. At this time, I am most interested in jobs about:

	*Elementary	Junior High	Senior High
data	18%	12%	12%
people	21%	47%	51%
things	18%	34%	35%
blank	43%	7%	2%

A majority of the students were most interested in jobs about people or things. Only a small percentage of the students indicated they were most interested in jobs about data.

TABLE XXVII.

Question on line 33-H. I understand about the skills and requirements I would need for the jobs that I explored.

	*Elementary	Junior High	Senior High
yes	32%	55%	64%
no	12%	5%	5%
not sure	12%	34%	29%
blank	34%	5%	1%

A majority of the students felt they had a greater understanding of the skills and requirements which they would need for the jobs which they explored. However, almost one-third of the students felt they were not sure whether or not they had a greater understanding.

TABLE XXVIII.

Question on line 34-I. I now have a greater understanding of jobs for which I might qualify.

	*Elementary	Junior High	Senior High
yes	29%	74%	82%
no	15%	16%	13%
blank	41%	6%	3%
unknown	15%	5%	2%

A large majority of the students felt they had a greater understanding of jobs for which they are qualified. It appears that many of the students who were not sure on the previous question of the skills or requirements of the jobs they explored, felt they did learn the qualifications for the jobs. There once again was a very low percentage of students who seemed to feel they did not gain a greater understanding.

TABLE XXIX.

Question on line 35-J. I feel I will probably have a need to use the Career Resource Center materials again.

	*Elementary	Junior High	Senior High
yes	18%	31%	28%
no	6%	21%	18%
not sure	9%	35%	45%
blank	67%	13%	9%

The responses for this question were quite divided. Approximately 30% of the students felt they would have a need to use the Center's materials again, while 20% did not think they would have a need. More than 35% of the students were not sure whether or not they would have a need.

Question K. in Section II asked the students to make comments or suggestions in regard to the Center's presentation or materials. Since it was virtually impossible to summarize the comments due to a wide variety of responses, the responses have been included in Appendix A of this report.

Only the adults were asked to respond to Section III. In this section, the percentages were figured from only those responses that answered the question, while the blank responses were excluded. This was done due to the small number of responses, to give a more valid picture of how the adults felt about each question.

Throughout this adult section, an average of 15 elementary adults, 19 junior high adults, and 8 senior high adults responded to the four objective questions, while five adults made comments concerning question E.

TABLE XXX.

Question on line 36-A. This type of program about career planning is:

	*Elementary	Junior High	Senior High
very necessary	38%	48%	50%
necessary	25%	28%	30%
not very necessary	12%	24%	20%
not at all necessary	25%	0%	0%

80% of the senior high adults, 76% of the junior high adults, and 63% of the elementary adults felt this type of career information program is necessary. It is interesting to note that 25% of the elementary adults viewed the program as being not at all necessary, at least on the elementary level.

TABLE XXXI.

Question on line 37-B. From my observation, the students appeared to feel the program was:

	*Elementary	Junior High	Senior High
very helpful	7%	13%	43%
helpful	43%	74%	57%
not very helpful	21%	13%	0%
not at all helpful	29%	0%	0%

100% of the senior high adults and 87% of the junior high adults indicated the students found the Center's program to be helpful. The elementary section was once again split, with 50% of the adults feeling the students found the program helpful while 50% did not believe the students found the program helpful.

TABLE XXXII.

Question on line 38 - Will you include career developmental activities in your future program?

	*Elementary	Junior High	Senior High
yes	43%	41%	71%
no	28%	12%	0%
not sure	28%	47%	29%

In all the schools that were surveyed, a sizable percentage of professional adults indicated they would use career developmental activities in their future program. The senior high adults seemed to find these activities most important, while the junior high and elementary professionals found career development less important.

TABLE XXXIII.

Question on line 39-D. Do you expect to use the Career Resource Center services again?

	*Elementary	Junior High	Senior High
yes	47%	37%	43%
no	20%	0%	0%
not sure	33%	63%	57%

A very small percentage (8%) of all the professionals said they would not use the Center's services again. 42% of the adults said they would use the services again, while 50% of the adults were not sure. The five comments from question E., which were mostly negative, have been placed in Appendix B.

From Section III of the questionnaire, one could conclude: that most of the adults felt the type of program which the Career Resource Center presents is necessary; that the adults felt the students found the program to be helpful; that senior high adults seemed to indicate more of a desire to use the materials in their future programs than did the elementary or junior high adults, and that a sizable percentage of the adults indicated

a desire to use the Center's services in the future but one-half of the group were not sure.

Due to the small number (on the average 38) of adult responses, it would appear that further study in this area would be needed to form valid conclusions. An interesting follow-up would be to explore the circumstances surrounding the negative adult reactions, especially those in the elementary group.

RECOMMENDATIONS

If this study were replicated, some changes could be made to improve the design of the questionnaire. Line eleven possibly was difficult for some respondents to answer since a teacher or counselor may have been present when the student used the materials, even though a Center's spokesman previously introduced the entire group of materials. Thus, the question should, in some way, be more specific.

The collected data for line twelve may be a reflection of how the respondents perceived the word "spokesman." Did they evaluate their teacher's presentation or the Career Resource Center's spokesman's presentation? The question should indicate that it is the Center's spokesman and not the teacher who is to be evaluated.

Line sixteen should have recorded separately the responses of those who responded positively in line fifteen from those who responded negatively.

Other general recommendations might include further research to determine why so many students indicated they were not sure whether or not they would have a need to use the Center's materials again (line 35); an analysis of the responses by whether or not the Center's staff presented the information; and an analysis of the responses by how soon after using the materials the users responded (line 4). Further study on the elementary and professional groups seems necessary to make valid conclusions about these groups due to the small number in these areas who responded for this study.

Lines 29-32 could possibly indicate to the Center a need to prepare more materials in the categories of "people" and "things" and fewer materials on "data" due to the lack of interest in the latter area.

From lines 17-26, one might also propose that duplicate resources or additional resources be presented by the Center in the areas that were most used by the respondents.

Due to the small number of respondents in the elementary group and the professional (adult) group, another recommendation would include further study in these areas so valid conclusions about the two groups could be reached. Although some general information could be gained from this study, a more thorough investigation seems to be needed at this time.

CONCLUSION

There appeared to be no significant differences in the opinions of the male respondents as compared to the female respondents when a sex breakdown of the responses was completed. Thus, the information was not included in this study. The similar response, however, seemed to indicate that the Center is doing an equal service for both males and females.

The student responses for the junior high and senior high groups seem to present the most accurate evaluation of the Career Resource Center's career program. Thus, they could be considered to be the high point of this study. From the gathered data on the questionnaires, one could conclude that the career information was interesting, current, and helpful to a majority of the students. Also indicated was the idea that the students had a greater understanding of the different types of jobs in their community, a greater understanding of the jobs for which they might qualify, and a feeling that the Center's career information would be helpful to them in the future. The students also judged the Career Resource Center's spokesman's presentation as being interesting.

From these reactions and other positive responses on the questionnaires, one must conclude that the Indiana Career Resource Center is providing a service that has been well received by the students and has been helpful to them in acquiring valuable information about different careers. Thus, the Center seems to provide a very worthwhile service for the city of South Bend and the surrounding communities.

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K. Comments or suggestions about the presentation or materials that I would like to make are:

"They can be very helpful. And sometimes they can not."

"I learned more about the 2 jobs and now I doubt I want to do them."

"Should be more than 1 visitation. Maybe 2 or 3."

"More view deck cards on topics like doctor, lawyer, high school teacher and commercial artists. Film loops could also include the above."

"Ecology and all related occupations are picking up in the students' interests. Much more information could be used in this area."

"I thought that it was very interesting. And that it will be useful for other people to use it. It was a lot of fun finding out about different jobs, and the things I want to do."

"I liked the program because it gave a good selection of different jobs. It helped me decide some classes to take for high school. I would have liked to have the material longer."

"I would suggest that you get some material on Morticians."

"Need more on art teachers or artist."

"I thought they were very good. It gave me an understanding of what certain jobs are like and what you need to qualify. I found some jobs that I thought were interesting that I never thought I would be interested in."

"I enjoyed talking to the people personally. (The man who came to our school.)"

"I thought it was really great and helpful. I would like to use more of the materials."

"They should tell some of the bad points of jobs."

"They were very helpful, easy to understand, and told me about all the things I would have to go through or do in order to have such a career."

"Some of the materials in the books were misleading like one would say you would have to take two years of college and other said just two years at a trade school."

"The materials I used helped me understand more about what you perform in the line of work."

"I thought the whole thing was very boring and I didn't get anything I really need out of it."

"There wasn't a ------- thing about Musical Jobs!"

"I would like to have them back, so I could look at more things, such as filmstrips and others."

"More information about freelance drawing, farming and agricultural ideas."

"I feel that it was a total loss to the people that didn't see it."

"Well, I feel it was very helpful and I think all 8th graders should at least go into it!"

"This is a good idea because I think you should work on the things you want to do before you get into high school, because then you would know more about what you are doing."

"Some more about sports or sports related subjects."

"Get more things on agriculture because ag. is here to stay."

"They helped me out a lot, also it was interesting. Now I know what subjects to take in High School thanks to this program".

"I think they were very good. I also didn't have much time to find other jobs, but I got a good taste of them."

"I think it would be nice if we had the Career Resource Center materials again because you could have another look at what you want to. I looked up telephone operator and some of it was a little out of date but it gave me an idea of what it's like."

"I think that this program was really worth while. It helped me to understand things about different jobs that I didn't know before."

"They were very interesting."

"I wish it would've had more occupations on the film loops."

"I thought it was worthwhile- never before had I thought I'd want to be a truck driver- that's what I want to be, now."

"I felt that the occupational study was interesting and highly informative. I would like to see it continued in the future."

"What helped most was the Occupational Exploration Kit."

"Put a lot more information of sports athletes."

"It was O.K. for some jobs, but for others, they didn't say much. They left out a couple of good jobs and put in some dumb ones like bricklayer."

"I think that all 400 occupations should be represented in all training techniques."

"The parts of the kits that kind of showed you what a job would be like were the most helpful. I liked to pretend I was a hair stylist while I was working with that kit."

"I liked it very much. It really helped me to understand the jobs better."

"There weren't enough good jobs in it."

"It was interesting and somewhat helpful."

"That it helped me a lot and I got a lot out of it. I would like to join or see it and go to the Career R. Center. Thank you."

"I think you should have more material on school teaching, (Gym Teacher)."

"The Career Resource Center was helpful to me in Acting/Fashion. It told you the things that you would prepare yourself for. The Fashion told you about how to use the fabric, some kinds of fabrics there are. It was very helpful to me."

"Can't tell what I am going to be till I get older."

"They were okay, but for a goal like mine, who needs them? They were helpful and interesting. I would just like to be a wife and mother."

"They are a bummer."

"I liked the tapes and that sort of thing because it is easy to understand."

"They helped me find out what jobs I could qualify for and different wages of different jobs."

"More on specific things."

"They were helpful."

"I thought it was helpful."

"You need something to catch their attention."

"Have more material because too many people use them all the time and other people like me don't get to use them or work with them."

"Career day - we should have a longer time."

"I would like to suggest that we should have career 2 times a year. Once every semester."

"I like the material. I thought it was very understanding, important, and you learned a lot of things from it that you didn't know before. It will be very useful in the future."

"More programs."

"There was not enough material on certain jobs."

"I wish we had 2 wks. to work with the machines. We have to make 2 reports and it takes up all the time looking for info for them. I didn't get time to look at other careers."

"Occupation Exploration Kit needs better index."

"They should be more up-to-date."

"I think you are very up-to-date on your materials. Thank you for the information."

"I think a greater amount of time should be allotted and I think it should be done at least once a year every year."

"There should be more on police work."

"I think more information should be given about jobs which are out-of-doors."

"I would like to see more information on nursing."

"Needs to be updated every two years."

"Get more updated stuff on Agriculture (Farming)."

"You should have more on conservation."

"Need better looking girls and more room."

"These questionnaires are dum and stupid, the questions not very good either and I think the equipment didn't help me at all. The spokeswoman I had was very good and told me all I wanted to know. She did a much better job than the equipment. But I do think the films were very good."

"They were very well organized and knew what they were talking about."

"It didn't have enough on small job interest."

"Not enough time to see the equipment and stuff, more time on career day."

"Well, you had a lot for some jobs but very little for others."

"We need more reference on airplane mechanics and pilots."

"I wanted to be a teacher and I would like to hear more about teaching."

"Give these slips sooner. You forget a lot."

"It would of been kind of nice if the students could of used this material long cause it was interesting."

"I did not feel that we had enough time with the equipment in our class. I don't know if it is the fault of the class of not knowing the equipment long enough. I would like to see more about doctors and what their job is like and the training they have to go through."

"The material was easy to read and understand."

"I am interested in airline stewardesses and there were only a few things on that, but what was there was very helpful."

"It was a very interesting course and I might want to use it later in High School when I start thinking more about a career and if I want to go to college to follow this career field. The presentation was very helpful in deciding on a career."

"The stewardess materials weren't up to date much."

"I think it is very helpful and I think they should give it to you in your 8th grade and in about your 2nd or 3rd year in high school."

"I feel that the Career Resource Center should expand into more jobs and careers."

"There should have been more equipment to use and they didn't have all the jobs that are available."

"I think it would be more useful in High School."

"I found the presentation very helpful about the jobs I am interested in."

"I think the Career Resource kit was very helpful, but I wish we would of had more time to work with it. The pamphlets weren't used by our class much and I don't think that was very helpful in the program."

"They were helpful in evaluating my thoughts."

"I thought it was very good, I learned a lot from these things."

"We could have more things of other careers."

"This was very informative material. Helped in deciding which job or jobs I would like to go into."

"I thought they were pretty interesting and helpful."

"Easy to work with machines."

"It would have been useful to the people which categories they had material on."

"I think this was helpful in telling us about all the jobs open to us."

"I think you should use these every year. It helps the kids know what they want to do later on in life. It was very helpful to me and to others."

"I thought that they were all interesting."

"It was very helpful and interesting."

"There are a wide variety of jobs and I think you covered them real well."

"Very good!"

"What they said will be helpful, but I already knew what it said. They teach this stuff in 6th/7th grades."

"The materials were very useful and interesting."

"Were not here long enough to see all data."

"I really enjoyed it and learned a lot."

"You should have some sports such as football, baseball, basketball and hockey. I said these sports because they're the most commonly played."

"This was a very good program in most respects. I was interested in what this program had to offer."

"I think we should have more time with them! And I don't think the teacher should assign work for us to do! On the careers, just let who wants to learn about it learn about it and those who don't, have other work for them."

"We should get a longer time to use them, than we did."

"Some of the materials were out of date but it was very easy to understand."

"On the things like the viewer and reader printer were not practical. Not many kids need bartender or dishwasher information. Most parts were gone from Job Experience Kits, so they weren't very good. On the whole, I think you could do a lot better."

"Thought it was a pretty good thing, but I knew most of everything about the job I picked but it did help a little."

"It was very good."

"They were very helpful in understanding all the different kinds of jobs that are available. They also were helpful in telling a little about these jobs."

"I thought it was interesting and helpful."

"Need more films and tapes. More information about how to get into colleges for your certain occupation. Didn't give me enough room for complaints."

"The occupational exploration kit was not in tune with the Job Experience kit. If you put the artistic slide in, it said to pick a card that had nothing to do with art."

"We really didn't have all the time we needed I think".

"I think it would be better if you had more tapes on driving occupations and welding."

"Commercial artist material needed."

"They gave some help."

"I think it was very interesting and fun. It helps sorta make a choice which jobs you like better."

"It told about a lot of jobs that I didn't even know about. There was no spokesman here."

"Helpful."

"I thought that the job experience kits were the best out of everything because they helped me understand many jobs a lot more."

"On the film loops, instead of just showing things, they could have showed things and have a quiz on them."

"It didn't give too much details."

"I thought that it helped me very much on deciding what I was going to do for a living."

"They were okay."

"They were really interesting and helpful."

"Pretty good."

"That view cards and Reader Printer was something else."

"They were helpful except didn't have the area I wanted (Home-Ec.)."

"They were helpful and interesting."

"Most were quite interesting but some didn't quite fill some of my questions."

"View cards, film loops, especially the job experience kit was a great help to me. Now I know of X-Rays and can tell if they're good or not, and how to read them."

"It was very helpful, I think I would like to go through this again so that I could seek more information."

"Some of the materials were very helpful like the occupational exploration kit."

"Excellent!"

"Make sure next time that you have enough paper for the Reader-Printer."

"Yes-I thought it wasn't boring at all-and I learned a lot."

"The job experience kit was real good, I enjoyed it very much."

"I think it was good for the 7th and 8th grade because then is the time to decide about college and grades. Maybe getting a scholarship."

"This program is okay! You could give better films! Make the program more enjoyable. The films weren't too good."

"That they were kind of helpful. But they were boring."

"They were helpful especially the view cards and printer, film loops, cassette taped worker interviews."

"Put material up-to-date."

"I think the whole thing was a "bummer"."

"Make the films up to date."

"The whole thing was a drag 'cause I wasn't interested in anything!"

"I couldn't adapt so quickly to all the different jobs. I'm only 13, no need to rush."

"It was stupid you big baby so cool it man."

"They are useful."

"I would like to make mine Bikes and Honda's."

"I think that this material was a waste of time. I doubt if anyone will go into the job they qualified for. It was STUPID!!!"

"I think some of the material was a little old and should be brought up to date. I also think that there were too many people pushing and shoving to get anything done."

"Some of its gadgets were unnecessary."

"There were not enough boxes for things I wanted to put down. It still was helpful."

"I went to L. M. Berry to be a secretary, but I don't want to be a secretary that makes something such as telephone books."

"Not very good."

"More conversations such as record players."

"This should be done in a different place but the class rooms."

"2 different types of key for the occu-scan."

"Miss Powers said that there was a film loop on a dental hygienist, it was not there. Only one on a dental lab technician."

"I think you should keep doing it."

"We should of had longer time to fill out the pink sheets."

"Too many people over there and I didn't get to work any of the things or use them."

"I didn't see it because I work in library. So I didn't mark most of them."

"You should of had this test after the visitation."

"I didn't use the materials when they were explained."

"On the career materials I didn't get to use most of them."

"It's a bummer."

"I did not get to use the materials."

"They were really nice but some kids didn't treat them right."

"Presentation: They talked mostly and hardly showed any jobs, and make it sound as if it is the one and only place to be!"

"There is nothing about sports (professional sports)."

"The materials were too hard to use."

"Schools should have more than one roll of paper for the View cards and Reader printer."

"I did not get enough about the field I looked into."

"I'm not sure what I want to be and I didn't think that this program helped a lot."

"I think the career Center materials were valuable and give kids a better understanding to know what kind of jobs are open for them."

"Should have more information on teaching."

"The cassette on the military was boring."

"It wasn't worth the time but it was fun."

"The films would have been better if there would have been sound, it would have been easier to understand."

"I didn't think that those things were very interesting or whatever you call them."

"They give information, but they are boring."

APPENDIX B

"A two-part presentation of materials because it seemed we had too much material for too limited a time."

"The program was a pure fun thing to my group. Not having known in advance what was being shown, the group felt that they were attending a puppet show for enjoyment. Perhaps a pep-talk would have been advisable in advance explaining the purpose of the program."

"Didn't know anything but that we'd see a puppet show. Children only knew they were seeing a puppet show - it was purely enjoyment for them - not much else. Second graders are too far removed from "careers". As a supplement to my Social Studies programming I involved the Library by signing out all the "I Want to Be" books (around 24). Community workers involves talking about careers - in our Social Studies book."

"The content was not that interesting to the children. The stories were much too shallow. The girl who presented the progra lacked enthusiasm and acted as if the whole idea was a bore. She also talked "down" to the children."

"Very dull - The children didn't get the point at all - Neither did I - Poorly presented."

Return to: INDIANA CAREER RESOURCE CENTER
1205 S. Greenlawn Avenue
South Bend, Indiana 46615

NAME: _____

Representing: _____

Address: _____

_____

Number of questionnaires needed: for students _____
(Note: Elementary student responses are recorded by teachers, so only one is needed for each classroom.)

for adults _____

Approximate date Indiana Career Resource Center contact occurred (month) _____

DIRECTIONS FOR ADMINISTERING THE

INDIANA CAREER RESOURCE CENTER'S QUESTIONNAIRES

An evaluation of the Indiana Career Resource Center is presently being conducted. It has been thought that the best way to accomplish this task is to allow those who use the Center to express their feelings about the Center's materials. We are asking that you, as well as your students who will use the Center's materials, complete one of our questionnaires.

When administering the questionnaires, please emphasize to your students that they should complete Sections I and II. You and other adults who are involved with the program should complete Sections I and III. Also emphasize that all questions except letter "c" in Section II can be answered simply by placing an "x" in the appropriate box.

Please return the completed questionnaires to the Career Resource Center when you return the Center's materials.

Your cooperation will be greatly appreciated.

Thank you.

INDIANA CAREER RESOURCE CENTER
1209 S. Greenlawn
South Bend, Indiana 46615

Phone: 289-4558

INDIANA UNIVERSITY at SOUTH BEND
1825 NORTHSIDE BOULEVARD
SOUTH BEND, INDIANA 46615

DIVISION OF EDUCATION

1820
150
1970

TEL. NO. 219—282-2541

Dear

The calendar of activities for the Indiana Career Resource Center indicates some contact has occurred with you during the past six months. This letter invites your participation in a project to determine the quality and value of that contact.

Three teachers presently enrolled in graduate course work at Indiana University-South Bend are cooperating with the Center as an "evaluation team" and have undertaken this project as part of their learning effort.

The enclosed questionnaire was developed as a means of gathering information from individuals and institutions using Resource Center materials and services. The results of this evaluation effort will depend on your willingness to cooperate.

We are prepared to send you enough questionnaires so that each individual who was involved with Center materials or services may answer the survey. In some cases this was just students, and in other cases adults, or both. To determine the numbers you need, please complete and return the enclosed form. The questionnaires will be sent to your attention and will include a stamped return envelope for your convenience.

Thank you in advance.

Steve Huntsberger

Tom Jennings

Patricia Rowe

Approved by the Indiana Career Resource Center

Steve Stahlsmith, Director

COMPLETE THE BOXED SECTION OF EACH QUESTIONNAIRE PRIOR TO SENDING IT TO RESPONDENTS.

Directions for Marking the Do Not Box. Put an x through the number appropriate for that line.

Date:

0 = Oct.
1 = Nov.
2 = Dec.
3 = Jan.
4 = Feb.
5 = Mar.
6 = Apr.
7 = May
8 = June
9 = Sept.

Staff Presented:

1 = Staff member introduced resources through an orientation program.

2 = No orientation by staff.

School Type:

1 = Urban middle or High school

2 = Urban Elementary school

3 = Consolidated middle or High School

4 = Consolidated Elementary School

5 = Post high school

6 = Other

Delay:

1 = Immediate response after resource use.

2 = 1 month or shorter response delay

3 = Between 1 & 2 month response delay

4 = Between 2 & 3 month response delay

5 = Between 3 & 5 month delay

6 = More than 5 month delay after resource use.

Quality:

Excellent 1 2 3 4 5 6 Poor

Opinion by CRC of quality and enthusiasm for career education evidenced by user.

Section III. ONLY ADULTS SHOULD RESPOND TO THIS SECTION.

A. This type of program about career planning is:

(36)
- ☐ 1 very necessary
- ☐ 2 necessary
- ☐ 3 not very necessary
- ☐ 4 not at all necessary

B. From my observation, the students appeared to feel the program was:

(37)
- ☐ 1 very helpful
- ☐ 2 helpful
- ☐ 3 not very helpful
- ☐ 4 not at all helpful

(38) C. Will you include career developmental activities in your future program?

☐ 1 yes ☐ 2 no ☐ 3 not sure

(39) D. Do you expect to use the Career Resource Center services again?

☐ 1 yes ☐ 2 no ☐ 3 not sure

E. What additional comments or suggestions about the presentation or materials would you like to make?

ndiana Career Resource Center
205 S. Greenlawn
outh Bend, Indiana 46615

CAREER RESOURCES QUESTIONNAIRE

Instructions

(1) You can complete almost all of
(2) this questionnaire with only [X]
(3) marks, but Please Print where you
(4) wish to comment. Everyone should
(5) complete Section I. Students should also complete Section II. Adults should also complete Section III.

DO NOT WRITE IN THIS SPACE

Date: 0 1 2 3 4 5 6 7 8 9
Staff Presented: 1 yes 2 no
School type: 1 2 3 4 5 6
_____: 1 2 3 4 5 6
_____: 1 2 3 4 5 6

Section I. EVERYONE SHOULD RESPOND TO THIS SECTION.
Mark [X] each question with your best choice.

(6) A. I am: ☐ 1 Female ☐ 2 Male

B. I am presently in: *(answer all parts that apply to you)*

(7) a)
- ☐ 1 Elementary School
- ☐ 2 Junior High School
- ☐ 3 High School
- ☐ 4 College
- ☐ 5 Technical Training School
- ☐ 6 Other *(be specific)*_____

(8) b)
- ☐ 1 Student
- ☐ 2 Teacher
- ☐ 3 Counselor or psychologist
- ☐ 4 Nurse or social worker
- ☐ 5 Principal or administrator
- ☐ 6 Other *(be specific)*_____

C. I was first referred to the Career Resource Center by:

(9)
- ☐ 1 A friend
- ☐ 2 Teacher
- ☐ 3 Parent
- ☐ 4 Counselor/Advisor
- ☐ 5 Myself
- ☐ 6 Other *(write in)*_____

D. I saw or used the Career Resource Center's materials at:

(10)
- ☐ 1 School or Training Center
- ☐ 2 Career Resource Center
- ☐ 3 My place of Employment
- ☐ 4 A conference
- ☐ 5 Other *(write in)*_____

E. The program was presented under the guidance of:

(11)
- ☐ 1 A teacher
- ☐ 2 A counselor
- ☐ 3 A Career Resource Center staff member

F. The spokeman's presentation was:

(12)
- ☐ 1 Very interesting
- ☐ 2 Interesting
- ☐ 3 Not very interesting
- ☐ 4 Dull

G. The information I gained was:

(13)
- ☐ 1 Very helpful
- ☐ 2 Helpful
- ☐ 3 Not very helpful
- ☐ 4 Not at all helpful

Section II. ONLY STUDENTS SHOULD RESPOND TO THIS SECTION.
(Elementary school teachers should read aloud, poll, and mark response numbers)

(14) A. The career information was:

☐ 1 current (up-to-date) ☐ 2 not current

B. The career information was: (*answer both parts*)

(15)

		WHY? (16)	
☐ 1	very interesting	☐ 1	Print Quality
☐ 2	interesting	☐ 2	Wording
☐ 3	not very interesting	☐ 3	Organization
☐ 4	not at all interesting	☐ 4	Ease of understanding

C. From the following list of career materials, give a rating to the one(s) you used. This rating should show how helpful the material was for you. (1 MEANS VERY HELPFUL, 2 MEANS SOMEWHAT HELPFUL, 3 MEANS NOT VERY HELPFUL, 4 MEANS A "DUMMY")

(17) ☐ 1 Job Experience Kit

(18) ☐ 2 Occupational Exploration (the orange Occuscan) Kit

(19) ☐ 3 Books, pamphlets, and other printed materials.

(20) ☐ 4 Directory of Resource Personnel in the South Bend-Mishawaka area

(21) ☐ 5 Cassette taped worker interviews

(22) ☐ 6 VIEW cards and Reader-Printer

(23) ☐ 7 Film loops

(24) ☐ 8 Guidance Associates (red boxes) sound-filmstrips

(25) ☐ 9 Bowmar "A Direction For Tomorrow" Kits (sound filmstrips in various colored boxes on such areas as electronics, health, aerospace, banking, construction, etc.)

(26) ☐ 10 Others, please specify _____

_____

D. In my future, I feel that this career information will be:

(27)
- ☐ 1 very helpful
- ☐ 2 helpful
- ☐ 3 not very helpful
- ☐ 4 not at all helpful

(28) E. I now have a greater understanding of the different types of jobs in my community.

☐ 1 yes ☐ 2 no

F. I explored jobs about: *(More than one may be marked)*

(29) ☐ 1 data - An emphasis on dealing with information, ideas, facts, and arithmetic.

(30) ☐ 2 people - An emphasis on dealing with other persons such as serving, caring, exchanging information, instruction or supervising.

(31) ☐ 3 things - An emphasis on handling, assembling, driving, or operating objects which are often mechanical in nature.

(32) G. At this time, I am most interested in jobs about: *(Mark only one)*

☐ 1 data ☐ 2 people ☐ 3 things

(33) H. I understand about the skills and requirements I would need for the jobs that I explored.

☐ 1 yes ☐ 2 no ☐ 3 not sure

(34) I. I now have a greater understanding of jobs for which I might qualify.

☐ 1 yes ☐ 2 no

(35) J. I feel I will probably have a need to use the Career Resource Center materials again.

☐ 1 yes ☐ 2 no ☐ 3 not sure

K. Comments or suggestions about the presentation or materials that I would like to make are: